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ABSTRACT

An early childhood educator, serving on the board of a foundation with a nationwide focus on crime prevention among children, implemented a practicum intervention designed to provide crime prevention videotapes for viewing by 6- to 12-year-olds in a high-crime urban area. The general goals of the practicum were to institute a method to develop crime prevention attitudes among children, create appropriate crime prevention messages, and identify aspects of technology and production that would hold a child's attention. Two public service announcement videotapes were made, tested with an audience of children similar to those in the target group, and sent to a local television studio for final editing before being broadcast. Appendices provide a transcript of an interview with the founders of the foundation, a public service announcement evaluation instrument, a proposal requesting a grant of video production funds, sketches of animated figures, and story boards of video and audio tracks of the announcements. (RH)

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CRIME PREVENTION FOR CHILDREN BETWEEN THE AGES OF SIX AND TWELVE: Designing Video Messages to Help Change Behavior

by
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Milwaukee Cluster XXVIII

Practicum II Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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ABSTRACT

Crime Prevention for Children Between the Ages of Six and Twelve: Designing Video Messages to Help Change Behavior. Sandra D. Biggar., 1990: Practicum Report, Ed.D. in Early and Middle Childhood Education, Nova University, Center for Advancement of Education.

Descriptors: Children / Social Skills / Crime Prevention / Delinquency Prevention / Audio-Visual Production.

This practicum addresses the problem of providing video-taped public service announcements on crime prevention, which were directed toward children between the ages of six and twelve. The need for a positive approach to crime prevention is needed in the metropolitan area in which the writer lives. The media to which children give most of their attention is the television. Therefore, efforts have been made to meet children's social needs of respect for self and others through the production of public service announcements to be used on the local television networks.

The writer's goals are: (1) to institute a method to develop crime prevention cognition among children between the ages of six and twelve; (2) to create appropriate crime prevention messages to be used in public service announcements; and (3) to identify those aspects of technology and production that will hold a child's attention.

The writer's objectives are: to identify the causes of crime among children and the methods which have been used to help change children's behavior as related to crime prevention; to determine the kinds of crimes children are most involved in within our community and to consider the impact that a crime prevention PSA would have on the community; to identify completed research to determine the impact that television messages have on children and to determine what elements of a video PSA would make it most appealing to the child; to determine what segment of the population of children in the metropolitan area would most benefit from the messages and to gear all application of the message to relate to their particular needs; and to determine the kind of message that will make children cognizant of their ability to have an affect on crime prevention in their community.

The writer developed two PSA's which will be aired on her local television station networks and will be presented to national broadcasting stations and networks of other cities for use throughout the United States.

CRIME PREVENTION FOR CHILDREN BETWEEN THE AGES OF SIX AND TWELVE: DESIGNING VIDEO MESSAGES TO HELP CHANGE BEHAVIOR

Description of Setting

The metropolitan community in which this practicum took place is a large city and its surrounding surburbs in the midwestern United States. The area is well known for its earlier Native American and European settlements, which later included the African and, much later, the Middle Eastern and Asian immigrants.

The population of the city's "inner-city" is primarily low-income black. Many of the welfare recipients are living in housing projects amongst industrial structures that partition their neighborhoods from the most advanced models of modern-day architecture. These include sky-scrapers, shopping malls, a convention center, a stadium, and municipal buildings.

The urban area to the west of the "inner-city" includes universities, parks, cultural centers, and their embracing neighborhoods of row-houses and security-gated streets lined with mansions from the early nineteenth century.

The socio-economic makeup of the suburbs is lower-through upper-class, the larger class being the middle-class. Agriculture once predominated but today the suburban community is changing the landscape surrounding the city from rolling

cultivated fields to a kaleidoscope of buildings created by the "progress" of civilization.

This suburban area continues twenty to thirty miles farther to the west, where developments are less dense but cover much larger areas. Shopping malls, enormous parking lots, parks covering hundreds of acres of land, private and public secondary and elementary schools, community libraries, hospitals, churches, synagogues, office buildings, and wide inter-state highways are the landmarks for this large suburban belt.

The population for the entire metropolitan area was 2,356,460, according to the 1980 census. Of that population, 82% were Caucasian, 17.4% were black, 0.6% were Asian, and 0.9% were Hispanic. The Asian population has risen considerably since the time the census was taken. The Asian, plus the Indian and Middle Eastern populations are having an impact on the community. Places of worship, restaurants, and businesses unique to these cultures are appearing throughout the area.

Writer's Work-Setting and Role

The Foundation which the writer serves is a small, five-year-old family Foundation with a nationwide focus on crime prevention among children. Basically, the philosophy of the Foundation is to help prevent crime by encouraging individuals to express more love and care. The family is

demonstrating its philosophy continuously in their daily activities as they support one another and reach out to support others as well.

The Board of Directors, on which the author serves, consists of six individuals who reside in the local area. The Advisory Board is made up of twelve individuals, selected by the founders, who are professionals in education, law, art, business, real estate, and in political service. The founders' daughter-in-law is the Executive Director of the Foundation.

The headquarters for this non-profit Foundation is located in the home of the founders, who have added offices to their home. As yet, there has not been a systematic plan of management; therefore, most of the work is done by the founders themselves and their extended family.

Activities sponsored by the Foundation include a nationwide "Awareness Campaign" which covers more than 60 cities. There is communication to 3,000 schools annually. Many responses indicate discussions between teachers and their students about how they can affect crime prevention. Scholarships to "Crime Prevention" design-winners in junior and senior high schools are awarded annually by the Foundation in conjunction with a nationwide outdoor advertising association.

A quarterly newsletter is sent to 4,000 homes, more than half of these are located in the metropolitan area, others are sent to homes in cities throughout the United States.

"Keys to Safety" brochures are distributed throughout the community to schools and organizations. "Let's Hug!" activity books were designed by a volunteer and are used in third and fourth grades.

"Baby-Sitting," "Caring and Safety" seminars are provided by the founders and volunteers for the Foundation in the metropolitan area. "Mostly Manners" classes have been held in the after-school program of a local school district and within the school curriculum of a private school. A "Speakers Panel" is available and has made contributions to meetings of various clubs and youth groups.

There has been media coverage on television, radio, and in publications nationwide and in many local cities.

The Foundation has various areas requiring assistance, though most of the work is done by the founders and their extended family. There is always a need for a volunteer to help organize other volunteers' worktime, teach classes, help with the mailings, and update the mailing lists, to name a few needs.

The writer serves on the board as well as works to meet some of the needs listed above. Presently, the writer is concentrating on providing articles for the newsletter, writing grant proposals, and developing the public service announcements subsequently covered here.

The writer's educational background includes a bachelor's degree in physical education and a master's

degree in child care administration and supervision. She founded a school in the southeastern part of the United States which provided preschool, kindergarten, and the primary grades for forty children in a small-town community.

Prior to establishing her own school based on her own developed philosophy, the writer served as the assistant superintendent of a children's home in a large southeastern city. She supervised staff for the 64 teenagers who were wards of the court and had been in and out of several foster homes. While living in the Middle East, the writer taught American children for two years in grades one through six.

The writer has been active in professional educational organizations, has helped present workshops at teachers' conferences and has given a report at a national summer institute. She has held workshops for Title XX programs, has developed summer arts and crafts programs for children, and has worked in several summer camp programs for children and adults.

More recently, the writer served for one year as adjunct professor at a state teachers' college in the field of early childhood education. She also developed a program for building self-esteem for the intermediate grades and implemented the program at a local private school during the spring term. Other programs developed for children by the writer are in science, education of the gifted, and math.

CHAPTER II

Problem Description

The primary problem addressed by this practicum is alerting children between the ages of six and twelve to the need to prevent crime as well as to their probable ability to prevent crime. It is believed by those involved in crime prevention efforts in this metropolitan area that televised public service announcements showing children how they can prevent crime will prove effective.

Developing video messages takes knowledge and an understanding of the production of such programs, and at present no one working within the Foundation has that skill or training. Therefore, the writer approached this second phase of the problem by studying literature relating to the production and technology of video messages. She also made special efforts to understand the strategy involved in producing a program that would appeal to children. She felt that the appropriate age group to target is between six and twelve because these children seem to be the most vulnerable due to lack of attention from other crime prevention groups and more attention from sources which promote crime or crime-related activity.

The third phase of the problem was the development of a grant proposal which was to be presented to a local commercial firm which has supported such projects financially. However, the presentation of the grant proposal was replaced by volunteers in this field of technology who were willing to

donate the use of their equipment and time to the project. Therefore, the remaining costs were not significant enough for grant funding.

To restate the problem which is hoped to be partially met through this practicum: The writer feels that there is a definite need to change children's behavior so that they can possibly avoid crime related activities. She believes that one of the best ways to reach children is through video messages designed for ages six to twelve. Hopefully, the information the children receive from the messages will be an influence strong enough to help change behavior. The approach will be to encourage children to express more love and care for self and others.

Problem Documentation

During an interview (see appendix A.) with the writer, the Founders expressed their interest in using television to reach children in their crime prevention campaign. The purpose of the Foundation is to educate children, young people, and adults in unselfishness, morality, self-respect and respect for others.

According to information given in a hearing held in Washington, D.C., in 1987 on "Child Abuse and Neglect in America," the cause of child abuse is based primarily on the fact that the parents were abused when they were children. In other words, affection and caring and their related elements were missing in the home constituting abuse.

"Evidence is beginning to indicate a connection or correlation between child abuse and crime,..." reported Dan Coats, a Representative in Congress from the State of Indiana. There is a critical need to break this intergenerational problem by educating children, young people, and adults in the areas stated in the above purpose of the Foundation (Hearing held in Washington, DC, 1987.)

In my subsequent interviews with staff of the City Police Department about crimes concerned with children in the inner-city area, the writer found support for the idea of more crime prevention messages aimed toward children. Statistics held by the Department show that the number of crimes involving children have increased significantly over the past year.

Later, as the result of a phone interview with a law enforcement officer reporting to organizations of citizens concerned with crime prevention, the writer learned the following: The number of our city children arrested for narcotics possession has risen 200% in the past year, and the number of murders committed by children under the age of seventeen has risen 150% in the same time. (Malecheck, personal communication, November, 1989)

According to a study done by Robert Liebert, John Neale, and Emily Davidson (1973), it was determined that television-viewing generally averaged from two to three hours a day for children. Their studies also revealed that children of lower socio-economic levels watched more television than those of other socio-economic levels.

Therefore, it is to be assumed by those working toward crime prevention that television is an appropriate avenue through which crime prevention messages can flow to the desired audience.

Also, there appears to be the need for balance in the information given to children between the ages of six and twelve through television. One study shows that television may be giving our children an unrealistic picture of the real world. For instance, in scenes that involve law enforcement officers, violence was in more than one-half of the episodes. And, according to Gerbner (1972), violence has been used repeatedly as a method of obtaining goals.

On the contrary, studies done by Andrew Collins (cited in Manley-Casimir, 1983) indicate that television can have positive effects on social change and should be used more often for that purpose.

Causative Analysis

There are many causes for children becoming offenders of crime or victims of crime. Causes may be in the form of child abuse or neglect, peer pressure, or an emotional disturbance, to name a few. Children may also have impact on their peers in the prevention of crime as they learn to reach out to others with the message that real strength is the ability to resist wrong influences. However, there seem to be stronger negative influences than positive influences on some of today's children as they are bombarded with the

pressures to identify with their peers by experimenting with drugs, listening to "heavy-metal" music, and watching "R" rated films. Often in their struggles to become accepted socially, their role models become the children who have money from illegal activity or the "satanic musician" or the actor who demonstrates a "perfect crime" while the audience applauds as he eludes his captures. Without a balance of more needed positive influences, the children of this country will continue to struggle against unreality and non-identity.

It has been determined by researchers that children spend more time in front of a television than they spend inside a classroom. Therefore, if the duration of time spent under the influence of television or in the classroom has an effect on a child's behavior, we must be concerned about the messages children are receiving from television and must provide information to children through this media that will have a positive impact on children's behavior.

It is believed that the average television viewer sees from 100 to 120 commercials a day. "Today the family and local community are no longer the primary units for production, recreation, self-definition, or even personal loyalty. Self-images, role models, and emotional attachments are increasingly sought from those whose specialty is to produce and manipulate images and from the images themselves," writes Michael Parenti (1988). He goes on to conclude that advertisers do more than sell goods and services. He feels that they sell "an entire way of life, a way of experiencing

social reality that is compatible with the needs of a mass-production, mass-consumption, capitalist society."

There are few messages given through television that are directed toward children to influence positive behavior. However, the number of anti-drug messages is increasing. There remains a need to develop more video-messages that alert children to the need to express love and care for all mankind and which help them understand that doing the right thing for the right reason has many satisfactory rewards.

The Related Literature

It has been determined that, in recent years, a large percentage of the population of children in our country are victimized by crimes such as child abuse, neglect, or rape. A recent national study shows that 58 children out of every 1,000 children between the ages of 12 and 19 are victims of violent crime, compared to 29.9 adults out of every 1,000 adults. (Wright, 1986) On the other hand, since children are the only people who can break the laws set for incorrigibility, run-away, or truancy they have added to the statistics that indicate that children commit a large percentage of the "crimes" committed in this country. Also, in the early eighties 33% of those arrested for serious crimes--for example, rape, theft, or murder--were 17 years old or younger.

Also, in Harold.Wright's report on Crime Prevention Services for Youth (1986), he states that the success of efforts to prevent crimes involving children depends on

the extent to which the target population understands and accepts the magnitude of the problem, as well as its desire and ability to take preventive action, such as making efforts to provide better role models, crime prevention programs for children, and more information about crime prevention through the media.

According to Robert Liebert, John Neale, and Emily Davidson in The Early Window (1973), violence has always been a part of American television and has continued to increase over time. The average amount of time that children spend watching television averages two to three hours daily and children of lower socio-economic status spend more time viewing television than children of other socio-economic backgrounds.

It is the aim of advocates for crime prevention programs to stimulate the students so that they will think about their own value-position and then set out to clarify that position for themselves with classroom strategies and materials. In Carter's writings of Dimensions of Moral Education (1984), reference is often made to the methods used by Kohlberg, who feels that because children are not yet adults, they should be helped in understanding rules, their soundness and worth.

Gerbner (1972) has many documents on file in the United States Government Printing Office which are concerned with children as they are affected by the media of television. He points out that the roles of law enforcement officers were violent in more than one-half of the incidents on television showing law enforcement officers. Therefore, Gerbner feels that children are not getting an accurate picture of the

real world, though the children viewing these scenes do believe that it is reality. Gerbner relates in his article, "Violence in Television Drama: Media Content and Control," that from certain television episodes, children often get the message that "he who is best at violence wins," as violent methods were the ones most frequently used in goal attainment. He feels that a message designed especially for children is most often watched by the children when it occurs during children's programs, and those presented at the beginning of the programs are most often paid attention to. Gerbner also believes that children can be helped to overcome fear whenever they attend to fearlessness as demonstrated by live models.

An article published in Parents' Magazine by Neala Schwartzberg states, "Unfortunately, the images children see through the TV 'window' are so vivid and convincing that they affect their thoughts and ideas, the kinds of topics they talk about, and the games they play." She goes on to emphasize the importance television plays in influencing the way children see themselves and their roles, as well as the roles of others. Schwartzberg writes, "Research has shown that children do pick up on pro-social messages from programs when the pro-social context is not overshadowed by aggression and violence."

Rose Goldsen (1977, p. 286) relates the following in her book, The Show and Tell Machine: How Television Works and Works You Over: "Human beings get ideas, take thought about them, and

act thoughtfully upon them, beginning with the earliest glimmerings of consciousness. From the moment of birth, we are bombarded by signals in the social environment that suggest to us the reference points by which significant forms and lines, behaviors and feelings, can be recognized, their patterns picked out of randomness." Goldsen goes into much detail in her writings about the emotional response to messages given to the public over television. Because TV is a means of providing visual stimulation, there are ways of causing a strong emotional charge in the viewer such as reactions which are recorded when a viewer recognizes patriotic symbols. A good example of this was given many times during December of 1989 after the Berlin Gate was opened. Several television commercials included scenes at the Berlin Wall and were loaded with an emotional charge. Goldsen also realized that those who analyze "the child market" know that children rely less on language to convey their feelings and reactions than grownups do. Therefore, advertisers who have this information have been particularly inventive in finding ways to enter a child's mind without depending heavily on verbal exchanges.

A study was made by Rice, Houston, and Wright (cited in Manley-Casimir, 1982), which was included in Children and Television: A Challenge for Education (1987), which identifies those elements that affect children's attention to television. Such salient features of television production as high action, fast pace, scene changes, sound effects, cuts and dissolves were determined as most important in eliciting and maintaining

attention of children between the ages of four and ten. These researchers also noted that while these features cause a television "hype" which encourages children's attention, it does not facilitate their comprehension of program content.

Other researchers referred to in this book found that third graders remember two-thirds to three-fourths of information given fn product and non-product story-related information (Wackman, Wartella, and Ward, 1979). And, according to Collins (1982), children to age eight retain a relatively small proportion of actions, events, and setting information of television dramatic narratives. The children also have difficulty remembering information adults consider essential to the plot.

Another article by Solomon in 1979 (cited Manley-Casimir, 1987) included in this book, indicates that the more mental effort children invest in processing television, the more information they will retain. Solomon believes that children need to develop skills in decoding the symbol systems provided through the media of television. These skills are not normally taught in school curriculum.

Bryant, Zillman, and Brown made a study in 1983 titled "Children's Educational Television: Effects on Attention and Information Acquisition," (cited Bryant, 1983, p. 54) and determined that the intermittent use of attention-getting and appealing educational materials provides an effective facilitation of learning from educational programs for children. It was also noted that fast, appealing background music

interferes with the educational message.

In the 1983 edition of Children's Understanding of Television (cited Bryant, p. 118), Rober Krull tracks children's cognitive television viewing skills and finds the child's ability to handle the information given through this media develops with age. As the child matures, he is more likely to express less inertia to programs viewed. Krull advises producers to pay attention to this fact and use this information to gain the attention of the younger viewers by allowing time for their attention to build before covering the most important aspects of program segments.

Gerbner and Gross suggest in 1976 that television cultivates social reality (cited Bryant, p.145). The social influences of television can be unlocked as researchers begin to understand the nature and operation of cognitive and affective factors and their influence on children's representations of typical programs.

Much of the literature reviewed by this writer indicates that attitudes and values are strongly influenced by the media of television. Evidence shows that both positive and negative responses have been demonstrated in human activity as a result of the influence stimuli received from the television. In their book, Sex, Violence, and the Media, Eysenck and Nias (1978, pp. 274-275) agree with other writers that this is the case, and that laws should be enacted and enforced to control the impact of these elements of positive and negative influences on our society.

In October of 1989, according to a report given by Paul Harris in Variety, legislation passed the Senate Commerce Committee that would require the needs of all children to be served by all television stations. It would require that all stations offer programs that "meet the educational and informational needs of preschool and school-age tots.

According to Steve Sherman's ABC's of Library Promotion, it is important, when developing a video public service announcement, to use clear, straight-forward sequence and logic, and ideas that are couched in terms of neatness acceptable to a mass audience." Therefore, developing a public service announcement to be aired by local networks in a large metropolitan area should bring home-viewers close to the issues of crime prevention.

The National Crime Prevention Council has developed two series of public service announcements to be presented through television. One set is for the prevention of crime against small children and the other is directed toward teenagers. (Wright, 1986)

The above related literature indicates that the numbers of children involved in crime in the metropolitan area in which this practicum is being developed continue to rise. Children living in the inner city district are becoming offenders and victims of more serious crimes which involve weapons, homicide, and gang wars, to name a few.

Research has shown that attitudes of respect for self and others are formed at an early age. The media children

give attention to most often is the television which has become a highly influencial source of information. Programs and commericals have great impact on the value system of the American society and contribute to the attitudes being formed in the early years of our growing population.

Since research has shown that messages presented to children through the media of television can have a positive impact on children, it seems to the writer that there needs to be more information presented that will counteract negative messages children are now bombarded with from this same source. It is hoped that presenting crime prevention messages aimed at children between the ages of six and twelve would help reverse the statistics for children involved in crime related activities. The writer studied research done with child TV viewers to determine the most appropriate message to be presented, the most appealing salient features to include, and the best means of holding the child's attention.

Because it has been determined by Liebert, Neale, and Davidson (1973) that the largest segment of the child population who view TV are in the lower socio-economic group, the messages will be geared to children between the ages of six and twelve who are in that group.

The video-tapes have been developed by the writer with the intention of providing information that will stimulate the children to think about their own value-positions, and initiate changes in behavior.

Another objective has been to counteract messages

children receive, especially while viewing cartoons, concerned with reaching goals through violence, weapons, or physical strength. Consequently, developing the qualities of love and caring for self and others was stressed as opposed to the psychological approach of earning rewards and punishment. The writer also paid attention to other influences such as the maturation age of the children targeted and their ability to assimilate the information presented.

It is believed by the writer and other people who support the efforts of the Foundation that love and care are qualities that can affect behavior. The ability to express love and care is learned as one practices compassion, kindness, forgiveness, unselfishness, self-respect and respect for others. The internal satisfaction that returns from these expressions reinforces positive behavior. Examples have shown up in classrooms where peer tutoring has resulted in improved behavior; in sports events where good sportsmanship has brought a team closer together giving it the winning edge; and especially in families when unselfishness, compassion, and forgiveness have brought members closer.

Through these messages presented as public service announcements by the Foundation, the writer feels that the pro-social emphasis of the public service announcements is being picked up by the children who pay attention to the crime prevention messages. She is also aware that the visual and emotional stimulation has had an impact on the viewer

and she will continue developing video Public Service Announcements (PSA's) based on studies done in this field.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

The development of video-taped public service messages designed for children has been determined to be effective in preventing crime. Therefore, the first goal was to evolve a method to develop crime prevention cognition among children between the ages of six and twelve. The second goal was to create appropriate crime prevention messages to be used in public service annoucements. The third goal was to identify those aspects of technology and production that would hold a child's attention.

Behavioral Expectations

The literature reviewed about the use of television as a media to present messages of crime prevention to children included several methods of enhancing the appeal of the messages to children. The writer focused on the message of love and caring to help children realize the impact they can have on helping prevent crime.

Therefore, in order to reach the first goal, the following behavioral objectives were chosen for this practicum.:

First objective: Identify the causes of crime among children and methods which have been used to help change children's behavior as related to crime prevention.

Second objective: To determine the kinds of crimes children were most involved in within our community and to consider the impact that a crime prevention public service message would have on the community.

The second goal was met through the following objectives:

First objective: To determine what segment of the population of children in the metropolitan area would most benefit from the messages. The message was developed to relate to their particular needs.

Second objective: To determine the kind of message that would make children cognizant of their ability to have an affect on crime prevention in their community.

The third goal was met through these objectives:

First objective: To identify completed research to determine the impact that television messages have on children and to determine what elements of a video public service announcement were most appealing to the child.

Second objective: To understand the

logistics and technology of video-taping a public service announcement.

Third objective: to produce a video message developed to catch the attention of most children and hold it for the duration of the message. It was created to be easily understood by most children.

Evaluation Instruments

To determine if the video-taped messages had succeeded in her goals, the writer took the following steps to evaluate the public's response. First, she asked the director of an inner-city "Latch-Key" program if she could show the video tapes of three possible PSAs to the children attending their program. She also explained that the children would be asked to fill out a simple questionnaire designed for children between the ages of six and twelve.

It was agreed that after the director viewed and approved the tapes herself, they could be shown that same afternoon to the children attending the program. These children were a good sampling of the group to be targeted because they were primarily from a low socio-economic neighborhood and representing divergent racial backgrounds.

To determine if the first goal had been met, the writer had prepared a single sheet of twelve questions which were

to be answered by checking yes or no. The questions were designed to find out to what extent the children understood the message presented through the video (see Appendix B, for sample.) This also helped the writer understand if the children who watched the video became cognizant of their ability to have an effect on crime prevention.

The second goal was also evaluated through the questionnaire. The questions were also designed to determine if children of the group targeted related well to the message. The results were also used to help the writer evaluate the appropriateness of the prepared message to the targeted group.

Finally, the third goal--of using those aspects of technology and production that would hold a child's attention--would be measured by observations of children watching the video.

CHAPTER IV

Solution Strategy

Many efforts have been made to determine the best crime prevention programs to make available to children. Most of these are school-based, such as a Law Awareness Program developed by Alice Cross (1983) and Citizenship Education developed by Angela Javora (1979). These focus on teaching respect for authority and other persons' rights and property as well as on discouraging children from becoming involved in crime-related activities.

It has been suggested by Harold Wright (May, 1986) that success of any crime prevention program is determined by the degree to which the target population understands the impact of the problem on their community, as well as by their desire to become involved in the prevention work. In an effort to "sell" the program to the community, information must be made available which gives concrete evidence of the extent of the problem as it relates to children in the region.

Crime prevention programs have been presented to youth organizations. The effectiveness of these programs has been determined by the frequency of requests for such presentations and the apparent recognition of need for crime prevention in the community.

The local news media has been used as a vehicle to promote crime prevention. Newspaper articles about children assisting others to prevent crime, television scenes of

children actively involved in crime prevention activities, and radio programs which involve open telephone lines allowing for discussions about crime prevention on the air with children throughout the community have been used effectively in many locations in the United States.

According to Jean O'Neal and John Calhoun (1985), children are more often the victims of crime and therefore express a concern for a safe community. Several communities around the country have found that involving children in crime prevention programs helps young people learn ways to reach out beyond their own families and build self-esteem.

According to James Jelinek (1981), reward and punishment have not been determined the best method for reducing crime. Research indicates that youths become offenders whenever they have had specific needs that have not been met. Jelinek has suggested that programs should be developed to help determine the needs of young people at risk and the methods for meeting those needs.

The writer's own solution to the problem in the community in which this practicum has been implemented has been to provide video-taped crime prevention messages designed to possible reach children. These would be aired on local television networks which is a media to which children give a significant amount of time and attention. Since there were public service announcements directed toward teenagers but none directed toward children, the writer felt that a good

solution to preventing crime would be to target children between the ages of six and twelve with video messages concerned with crime prevention that would be aired by local television stations.

Description of Selected Solution

The first step taken by the writer was to write a grant proposal (see Appendix C.) for funding by a local corporation to support this project. The writer was in touch with the grants officer of the corporation, who was interested in reviewing the proposal. The founders of the Foundation read the proposal, and their suggested changes and additions were made by the writer. Before the proposal could be submitted to the corporation, the founders decided that special funding would not be necessary since there were professionals who are specialists in the field of video technology and production who were willing to volunteer time for the cause.

The second step was to identify those elements that determine the success of video-messages directed toward children. The writer accomplished this through researching information in printed materials available on the subject of developing public service announcement for children.

A study of resources related to the subject of developing television commercials for children was undertaken by the writer. This became a helpful aid in helping determine which components would be included in the presentation of

the message of crime prevention directed toward children.

The third step was the production of the video-taped message with professional assistance. A recent graduate of a computer technology program gave much of his time to the development of computer graphics to be included in the video-taped message. Taking the stuffed character, designed by the founders, he recreated the image on his computer in an animated form and developed the movement of the character's arm in a waving motion.

Another volunteer used her artistic talents to create drawings (see Appendix D.) of the character to be used to suggest the messages that the Foundation wanted carried to the children who would be viewing the crime prevention messages. These messages suggested that hugs mean friendship, safety, security, trust, self-worth, strength, appreciation, happiness, healing, celebration, and caring.

The forth step was the culmination of everyone's ideas and work into a finished video-taped message which was done by the writer. The animated character done on the computer did not come up to the expectations of the Foundation, and it was decided that the stuffed character would be video-taped as he was. Different settings were used to create a variety of environments in which the character could be present.

A television storyboard (see Appendix E.) was developed as an outline for the video message. This was used as a guide in producing each segment of the video-tape to be presented as a PSA. One segment of the message was to be actual scenes of

children expressing the ideas developed by the artist. The writer spent much time video-taping children on playgrounds, in museums, at malls, and in the science center.

It was necessary to understand the logistics of putting together a commercial in as creative a way as possible. Each wanted the dialogue to be natural and tried to correlate the pictures with the appropriate words. Also, every effort was made to make sure that the flow of the commercial was natural from beginning to end.

The fifth step was the evaluation. The writer used a questionnaire she had developed to determine if the desired responses to the video-taped messages had been achieved. The group of children selected to fill in the questionnaire were participants in an after-school program who were between the ages of six and twelve. The Center in which this program functions is located in the inner-city of the vicinity to which the messages will be sent. The results of the questionnaires helped determine if the messages were clear and easily understood.

The sixth and final step was to write the final practicum report and present it for approval.

The Foundation decided that the mascot to be used throughout the PSA's would be the stuffed doll which they designed and had made for the purpose of expressing love and care. It is made of a tan velour fabric and stuffed with synthetic sponge. His facial features express happiness, and his arms are reaching out for a hug. His hat

has a red heart on the front center, and the words "Let's Hug" are printed across the front of his red shirt. "Hugger," the name given to the Foundation's mascot, is also wearing shorts and laced-up brown shoes. He has large ears, and his belly-button is left uncovered because the shirt is short (Appendix F).

An artist volunteered to take all of the qualities which were named as ideas to be expressed in the PSA's and produce sketches of "Hugger" demonstrating these qualities (appendix C). These results were delightful and it was determined by those involved in the project that such sketches could be video-taped and used in the PSAs. Several of the sketches were not limited to one quality but could be used as examples of several qualities.

The volunteer for the computer graphics reproduced "Hugger" on the screen with a head and shoulder animation. One arm was included and it moved up and down to represent a waving motion. The Foundation did not think the results came up to their expectations. The computer technician had put sixty hours of work into the project and was encouraged to continue developing the idea, which would be used in the Foundation's PSA's in the future.

It was then decided that actual situations of children expressing the qualities of love and caring would give strength to the message of the PSA. Therefore, the writer used a camcorder-type video camera to video-tape children and families in action around the community. Every effort

was made to find people expressing the qualities that were being focused upon for the desired video message.

The writer took her video camera to public places such as parks, zoo, science center, and other family attractions in the metropolitan area. She was careful to give information at the entrance of these attraction so that the administrators would know what she was doing and the purpose of the video-taping. In all cases but one the clearance was simple and the only reason there was difficulty in the one incident was that the person who was to give approval was in a meeting at the time. A call the day before would have helped alleviate the delay.

The writer also attended public attractions during the week rather than on weekends so as to video-tape in these areas when they were not crowded. She found that when there were fewer people around, the process went much smoother and there was less activity in the background of the subjects she was focusing upon.

The next step for the writer was to review the footage taken on the video-tape and to determine what portions to use. Because there is a counter inside the viewer of the camera, she was able to make notes by writing down the numbers exposed at the moment she wanted to begin and end segments to be used. Beside these numbers she indicated a brief description of the scene.

A television "Storyboard," which is a lay-out of several blank TV monitors to be filled in with sketches of segments

in the order of presentation, was like a road map. This established a sense of order as the ideas were being developed The "Storyboard" also provided space for descriptions of the narration as well as video special affects to be used along with each segment. Three different "Storyboards" were developed and incorporated in the production of two separate PSA's with the possibility of a third if the other two were accepted.

Finding background music appropriate for each PSA was another task to be undertaken. The writer decided to use the talents of a young musician who had recently developed some new compositions and was willing to share these to help the Foundation. Two of the compositions related happy sounds and had a real "up-beat" which children between the ages of six and twelve would like. The third was more on the classical side. It was then determined which part of each composition would be appropriate and these were recorded on audio-tape with the voice narration.

Putting together the segments of the video to be used in the sequence that was arranged on the "Storyboard" required assistance from a young man who knew how to operate the editing devices of the video camera, the VCR, and the television monitor. An interface cable connected to the in-put of the VCR and the out-put of the video camera was used to transfer the images from the camcorder to the VHS tape. The images being transferred could be observed on the monitor, which was also attached to the VCR.

Editing the tape required the manipulation of the fast-forward and rewind buttons on the camcorder. When the desired numbers for the segments to be used appeared in the view-finder, a pause-button was pressed to freeze the frame. Then the play-back button was pressed, and the record-button on the VCR was pressed to activate the play and transfer of recording from the smaller tape in the camcorder onto the larger video-tape in the VCR. At the end of each segment to be used, the stop-button on the VCR as well as the stop-button on the camcorder were pressed to terminate the recording. More footage than was necessary was used for each segment so that there would be room for splicing in the final editing process.

A two-tape stereo with a microphone was used to produce the sound of the narration over the sound of background music. It was decided that after the evaluation of the PSA's had been done by the children, the sound would be put onto the video-tape by volunteer professionals at an advertising agency. Editing the video-film, splicing, adding sound and voice-over tracks is a complicated process which requires the use of high-tech equipment.

The writer took the video-tape and the audio-tape that had been put together for the Foundation's PSA's, to the founders and a board member for a preview before taking the video-tapes to the group of children who would be evaluating them. Their critiques were helpful, and notes were made for the final editing. It was important to keep the objectives

of the project in mind and to understand the copy strategy used in the development of the PSA's.

Other points considered were how well the PSA flowed, how realistic it was, and how much sense it would make the viewer. Those critiquing the PSA's had to determine if the special visual effects underscored or heightened the message or distracted from it. (Busch, 1980)

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

The general goals of the practicum were to institute a method to develop crime prevention cognition among children between the ages of six and twelve, to create appropriate crime prevention messages to be used, and to identify aspects of technology and production that would hold a child's attention.

The results of the practicum are presented in the video-taped Public Service Announcements which are the result of collective efforts on the part of those involved in the project. Pertinent elements of the technology and production of the PSA's were created as a result of much research and study of available information from professionals in the field who were willing to share their expertise.

Results

The primary objective of the first goal was to identify the causes of crime among children and the methods which have been used to help change children's behavior as related to crime prevention. This was achieved through research and interviews done by the writer which resulted in the understanding that youths become offenders whenever they have had specific needs that have not been met. The methods of meeting those needs have come through many programs which

the writer has referred to in Chapter IV of this report. Primarily, the focus of most crime prevention programs is to help raise self-esteem in all children.

Through interviews with juvenile probation officers and police officers of the juvenile department of the metropolitan law enforcement agencies, the writer was to learn of types of offences that are predominant among juveniles in this geographical location. Therefore, the second objective of the first goal was met. The impact of a crime prevention public service message was discussed with those interviewed, and it was determined that such efforts in the past have caused positive changes in the communities of this metropolitan area; hence, any efforts made to produce crime prevention public service messages were encouraged.

The first objective of the second goal was to determine what segment of the population of children in the metropolitan area would most benefit from the messages and to aim the message to relate to those particular needs. According to the research done, it was determined that those who would most benefit would be children of the lower socio-economic background. This is also the group that research has determined spends the most amount of time in front of the television. All of the PSA messages were geared especially toward this group because it offered the children opportunities to make investments in qualities rather than material things to enhance their self-esteem.

The other objective of the second goal was to determine

the kind of message that would make children cognizant of their ability to have an affect on crime prevention in their community. As a result of the questionnaires which were filled out by a group of children in a lower socio-economic community of the metropolitan area, it was determined that these children felt that the PSA's could help children consider their opportunities to show more love and care for themselves and others.

The first objective of the third goal had several segments. They were to identify completed research to determine the impact that television messages have on children and to determine what elements of a video-taped PSA were most appealing to the child. This objective was achieved through the study of articles and books written on the subject of children and television. This will be discussed in detail in the "Conclusions" section of this chapter.

The second objective was to understand the logistics and technology of video-taping a public service announcement. This was demonstrated by the results of two video-taped PSAs that were used for evaluation purposes. A discussion of the procedures used to put the video-taped messages together is found at the end of Chapter IV.

The third objective of producing a video message developed to catch and hold the attention of most children for the duration of the message was achieved through the graphics and scenes that were of particular interest to children between the ages of six to twelve. Special effects

screens found at a local "hands-on" science center for children were incorporated in the video. Children viewing the video PSA were delighted with these graphics, which seemed to hold their attention.

Other elements included to hold the child's attention were scenes of special interest, such as a small segment of a football game, the activities of a science class, and the actual sketching of characters done by an artist.

The background music was selected particularly for the children being targeted by this project. It was the type of rhythm and sound that these children were most familiar with, even though the compositions were original.

The video-taped PSA was also created to be easily understood by most children, as was evident in the results of the questionnaires which were filled out by the children of an "inner-city" after-school program. They were the first children to preview the video-taped messages prepared for this project.

Conclusions

Generally, the goals of the practicum, instituting a method to develop crime prevention cognition among children, creating appropriate crime prevention messages, and identifying aspects of technology and production that would hold a child's attention, were achieved. The response to the prepared video-taped messages was positive and laid a foundation for future improvement of the quality of the production.

Studies done by this writer on the subject, as well as the actual experience of producing a video-taped PSA, have led her to several conclusions. First, it has been suggested by the author of Children and Television, Cedric Cullingford, that the conditions of viewing often undermine willingness to change opinions or attitudes. Cullingford also feels that the television by itself does not determine the influence that takes place and it is apparent that there is a need from outside sources to support change of behavior. Therefore, this writer feels that the video-taped messages developed for this practicum are but one aspect of the overall crime prevention program of the Foundation. Because television is such an important part of the lives of children today, it becomes important to include televised PSA's to accompany efforts to promote a crime prevention program. Even though television does not dominate, it plays a subtle and important role in the lives of children (Cullingford, 1984).

Second, television-related PSA's provide opportunities for repetition of a message. In a study done by Ted Busch and Terry Landeck The Making of a Television Commercial there is indication that the repetition of a televised message can have cognitive effects, affective effects, and behavioral effects, as well as consumer socialization effects on children. The impact of televised messages on children is definitely having an effect on their behavior, according to the research reported by Busch and Landeck. Because children are bombarded with so many messages which promote the desire for material

possessions, this writer concludes that televised crime prevention messages will help provide information needed to balance children's expectations abo the importance of products being advertised.. The repetition will not necessarily increase the probability of changing attitudes of the viewers (Busch, 1980) but the writer believes that it will provide opportunities for more children to see the PSA's.

Third, the writer concluded from the research done on the subject of effects of television commercials on children and from the evaluation done on her own PSA's in the "inner-city" after-school program, that there are a number of ways to perceive any televised message. In a content analysis of Children's Television Commercials (1973) written by Charles Winick, Lorne G. Williamson, Stuart F. Chuzmir, and Miriann Pezzella Winick, it was determined that the age of the viewer makes a difference in the way a message may be perceived. According to Busch and Landeck, heavy viewers may perceive commercials differently from those who have had less exposure to viewing commercials. The heavy viewers pay more attention to most commercials. Therefore, the writer concludes that because research has shown that the children in the lower socio-economic group spend more time in front of the television they are most likely to receive the messages presented by this practicum.

A fourth conclusion drawn by the writer is that efforts should be made to resist having the values of others imposed upon a younger generation. Instead, an approach of

enhancing self-esteem should be the primary focus. This can be achieved through messages that stress self-worth, as well as pride of family, community, and citizenship, to name a few. According to Sandra J. Ball-Rokeach, Milton Rokeach, and Joel W. Grube who wrote The Great American Values Test (1984), a person's self-esteem is enhanced only as he is receptive to the influences of efforts made in that direction. The response of children evaluating the PSA's which stressed self-worth indicated that the approach was positive and that they were receptive to the message.

The study and use of special effects in the development of a video-taped PSA caused the writer to conclude that these are instrumental in attracting and holding the attention of the viewer. Albert C. Book and Norman D. Cary write in The Television Commercial: Creativity and Craftsmanship (1970) that the effects of animation are of great value. Therefore, the writer presented some animation in the taped video, and the response of the children in their evaluation forms was positive. It was determined that it is important to use special effects to establish a mood and that they should not distract or take away from the message being presented.

The writer met with the director of the Center in which the evaluation was to take place. The director previewed the PSA's to determine if there would be anything shown that could be questioned by the parents of the children viewing the tapes. The writer gave an explanation of the PSA's which included the

sponsors, purpose, and procedure for the development of the messages. Four of the workers in the Center viewed the tapes with the director and were very helpful in giving feedback.

One suggestion made by the director was that the graphics, in the first tape shown, were so interesting and eye-catching that she had a difficult time transferring her attention from the visual to the auditory and had missed much of what was said in the narration. This is an example of special effects over-riding message. The adjustment can be made easily in the final editing process by transferring the voice-over from the segment of graphics to another segment of the video.

The group previewing the PSA liked "Hugger," who appeared off and on throughout the video, and felt that the children would also relate to him. They also liked the music and thought it appropriate for the children. The term "cool dude" has become popular through a recent television series and is being used in these PSA's. The Center's staff thought this was good because it would grab the children's attention while they viewed the PSA's.

The children who were to make the evaluation were told that they would be the first to view these videos, which would later be improved, for showing on television. They were also told that their opinions were very important in determining what would and what would not be included in the video-tapes that would be shown on television. After viewing the two prepared tapes, they were given the

questionnaire sheet and told step-by-step what to do to fill it out. The writer stressed that their own opinions were very important and no one would know how each answered because their name would not be on the sheet.

The age range of the thirty-one children who fill out the evaluation forms was six to twelve. During the first video presentation, the writer watched the children and saw only two or three look away for any length of time. However, several children lost interest in the second video, and it was concluded that this was due to the fact that each segment was much longer than segments in the first video-tape.

The results of the evaluation was as follows:

	Yes	No	No Response
1. Did you like the video which you just watched?	27	3	1
2. Did the video make you feel happy?	27	4	
3. Did you hear the music?	28	2	1
4. If so, did you like the music?	26	3	2
5. Did you listen to what the voice was saying?	22	8	1
6. Did you understand the message given by the voice?	19	12	
7. Do you think this video was helpful for you to watch?	28	3	

8.	Do you feel that the message has helped you think about the way you treat others?	25	5	1
9.	Do you think that this video has caused you to be more thoughtful of yourself and others?	26	4	1
10.	Do you feel that watching this video will help children who are selfish change their behavior?	28	2	1
11.	Is it a good feeling to see other children doing good?	29	1	1
12.	Do you think that being kind and considerate of others is being a "cool dude"?	21	8	2

The writer has drawn several conclusions about the results of the evaluation. She now understands that there should have been another question asking the children if they understood the words of the voice on the tape. It was obvious that most of the children were listening and it is doubtful that they could have understood the message if they were unable to make out the words.

The response to the eleventh question indicates that

most children like to see others doing right. The writer concludes from this response, as well as the response to number ten shows a strong desire by these children to want to help others. It is felt that these PSA's will suggest ways for children to help one another.

The writer is curious about the response to the last question and can only guess that some of the younger children do not understand the term "cool dude."

The responses given on the evaluation appear to support the idea of producing these PSA's and developing others for the same purpose. It is concluded by those involved in the project that positive messages of crime prevention will have more impact on the community than a negative approach. Therefore, developing crime prevention cognition among children between the ages of six and twelve is the purpose of presenting messages that will hold children's attention through the use of technology.

Recommendations

For developing video-taped public service announcements:

1. Obtain budget or grant awards for professionals in the field of video production to develop the project. Professionals will provide the quality needed and will be more likely than volunteers to adjust to a time schedule.

2. Always communicate with the same person at the agency hired to produce the video. The on-going dialogue with that individual will not only make communication with the production agency smoother but the advice he may share is more valuable than most information that is in print on the subject.
3. When video taping at attractions, museums or other public or private locations, call ahead to ask for permission and state your purpose. This will not only help support the efforts of the organization which you may represent, but will save much time in many instances.

Plans for Dissemination

Local television stations have offered the Foundation time on the air for the PSA's already produced. The two which have been approved by the founders and have been evaluated by children will be sent to the television studio for final editing. Another PSA is in the making and will also undergo the process of editing for television presentation. There are possibly eight more ideas which can be put together in a similar way, for the television studio.

After the completed PSA's have been aired on the local television networks, they will be evaluated by parents as well as children in the metropolitan area. If the results

are good, the PSA's will be offered to national networks, as well as community networks, throughout the United States.

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Appendix A

INTERVIEW WITH THE FOUNDERS OF THE FOUNDATION FOR WHICH THIS PRACTICUM IS BEING DEVELOPED

After explaining to the founders, who are being interviewed, what the writer is studying and the required major practicum, the interview begins.

Interviewer: What are some of the present needs of the Foundation?

Founders: There is a need for more volunteer help to accomplish all the many tasks, such as putting address labels onto newsletters that go out to more than three thousand people. We also need someone to coordinate work-time for these volunteers and to assign tasks.

(Discussion about volunteers follows.)

There is also the need to develop a public service announcement of crime prevention that is directed toward children. The Foundation has already been offered time on major television networks in the area, but we just have not had the time to develop and produce a tape.

(Discussion follows about commercials.)

Interviewer: These are important projects and I hope both can be developed soon. I also have an idea I'd like to suggest. It concerns developing a directory of agencies available to help families of young children in our communities which can be distributed to all child-care centers in the metropolitan area. Students in my early childhood education classes at the college where I was teaching last year did much work developing this idea, but we need to complete the printing and distribution of the material.

(Discussion about all the work done for the Foundation by a particular corporation.)

Founders: That sounds like an important need; however, getting all of our newsletters and public-awareness campaign materials printed is already being done by a few corporations in the area who are donating the time, paper, and other expenses required for printing. It would be difficult to ask them to do more and we don't know of anyone else to ask.

(Other ideas for having printing done are discussed.)

Interviewer: This is true, and since you have already been offered time for public service announcements on local TV stations, I'm inclined to say that the development of crime prevention messages for children would be a practicum project that will definitely meet a need. Yet I know very little about producing a video-taped message to be presented on television.

(A discussion about messages follows.)

Founders: We have been offered time by a local university student who does graphics on the computer. We have this "Hug-Bear" (interviewer is shown the bear) which will serve as our mascot, and the graphic design student tells us that he can recreate the bear on the computer and make him do all sorts of things.

Interviewer: That sounds great and since I am to learn-by-doing during this practicum experience, I guess I could study about how to develop public service announcements and find out what elements will attract children's attention, such as sound, color, movement, etc.

I suppose I could try writing another grant proposal to help fund this project. Do you have any suggestions about corporations I might submit a proposal to?

(Interviewer and Interviewees talk about the logistics of producing a video-taped public service announcement.)

Founders: We will check our lists.

Interviewer: Thank you for your time, and I hope that I'll be able to complete this project in the way you'd like.

Appendix B

PUBLIC SERVICE ANNOUNCEMENT EVALUATION

Today's Date_____Student's Age_____

Name of School_____

Please answer the following statements by checking YES___or NO___
Add comments if you like.

1.	Did you like the video which you just watched?	Yes___	No___	Comments:
2.	Did the video make you feel happy?	Yes___	No___	
3.	Did you hear the music?	Yes___	No___	
4.	If so, did you like the music?	Yes___	No___	
5.	Did you listen to what the voice was saying?	Yes___	No___	
6.	Did you understand the message given by the voice?	Yes___	No___	
7.	Do you think this video was helpful for you to watch?	Yes___	No___	
8.	Do you feel that the message has helped you think about the way you treat others?	Yes___	No___	
9.	Do you think that this video has caused you to be more thoughtful of yourself and others?	Yes___	No___	
10.	Do you feel that watching this video will help children who are selfish change their behavior?	Yes___	No___	
11.	Is it a good feeling to see other children doing good?	Yes___	No___	
12.	Do you think that being kind and considerate of others is being a "cool dude?"	Yes___	No___	

Appendix C

XXXXXXXX Foundation
7 XXXXXXX Ave.
XXXXXXXXXXXXXXXXXX
February 28, 1990

XXXXXXXXXXXXXXXXXXXXXXXXXr
XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXX
XXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXX

Dear XXXXXXXXXX

I am attaching a proposal requesting a grant of $2858.00 to enable the XXXX Foundation to produce crime prevention video-taped messages. These are to be used as public service announcements directed towards children in the XXXXXXXX metropolitan area through the local television networks.

Crime prevention messages directed to the attention of children are critical to the communities of XXXXXXXXX. According to Officer XXXXXXXXXX of the XXXXXXXXXXXXX Police Department, arrests of children involved in crimes in the city of XXXXXXXX have increased considerably over the past year and are continuing to rise.

To help prevent crimes that involve the children in the XXXXXXXX area, it is important that crime prevention messages be presented through the media of television, to which most children give much of their attention.

This is a project that will provide lasting benefits to the metropolitan XXXXXXXX area. I hope that you will find it to be a project well worth financing.

Sincerely,

XXXXXXXXXXXXXXXXXXXX
Founders

SDB

I. REQUEST

The XXXX Foundation requests a grant of $2858.00 from XXXXXXXXXX Company to help finance the production of video-taped messages featuring "Hugger" (mascot bear used to present Foundation programs for children) or spokesperson directed towards children between the ages of six and twelve to be used as public service announcements on television.

XXXXXXXXXX of the St. Louis Police Department reported in the fall of 1989 that the number of children arrested for narcotic possession in the city has risen 200% in the past year and the number of murders committed by children rose 150% during the same time. Also, in a recent news article of the XXXXXXXXXXXX (see enclosed copy of article), XXXXXXX was reported as saying that, "...kids are going to make money selling drugs,..." Also, during an interview with XXXXXXXXX, who supervises case workers with the Family and Children's services of the County of XXXXXXXXX, stated, "We're seeing eleven and twelve-year-olds who come to us after being found with thousands of dollars, and we must place them in foster homes far away from XXXXXXXXX to protect them and give them an opportunity to restructure their lives." Therefore, any messages produced for television by the XXXX Foundation at this time will be designed to reach children.

The messages will serve two major purposes. First, they will discourage children from becoming crime offenders. Second, they will teach children precautions to take to avoid becoming victims of crime.

The total cost of the project of producing video-taped crime prevention messages for television is approximately $2858.00. This is only one phase of the Foundation's crime prevention program. Other phases, such as the nationwide poster-design contest are supported by the National XXXXXXXXXXXXXXXXX Advertising Association.

II. BACKGROUND

The purpose of the XXXXXXXXXXXXXXXXXXXXXX Foundation is to teach and encourage children, young people and adults to improve their attitudes toward each other by remembering compassion, kindness, forgiveness, unselfishness, self-respect and respect for others.

The XXXXXXXX family has experienced the shock of having

one of their own children fall victim to a crime committed here in XXXXXXXXX. As XXXX stood talking with the owner of a store about the leasing of a piece of real estate, someone raised a hunting rifle to his head and pulled the trigger. It is the belief of The XXXX Foundation that such violence and crimes can be prevented. This is why the XXXX Foundation was formed by his parents.

III. VIDEO-TAPED PUBLIC SERVICE ANNOUNCEMENTS

We would like to produce a series of video-taped messages to be used as public service announcements by television stations who have offered the Foundation time for that purpose. These would be produced and directed to children to perhaps prevent their involvement in crime as victims or offenders.

In developing images and messages of crime prevention for children, it is important that much effort be made to understand those elements of a video that will appeal to the child. Color, design, sound, and all other aspects of a video message are being studied and will be implemented so as to use their optimum potential for gaining and holding the attention of children.

The XXXX Foundation plans to work with a professional company that has experience in developing and producing video-taped messages. It will be hired to develop the ideas and suggestion of the Foundations into a scripted video that will have an impact on the children of the XXXXXXXXX area. Hopefully it will cause a decrease in the number of victims and offenders of crime in this metropolitan area.

Since 1983, the Foundation's Public Awareness Campaign has impacted thousands of teenagers across the United States. Junior high and high school students throughout the country are invited to design billboards with a special message to others to help prevent crime. These billboards have been displayed nationwide. Not only have these designs served as a reminder to those who see them daily, but the teenagers who participated in the design classes have responded with appreciation for the opportunity to learn more about how they can help prevent crime.

IV. CONCLUSION

All American children today are especially vulnerable to messages that come to them through the media of

media of television. Now is the time to encourage our society to show concern for others--causing social changes. Children, young people and adults need to be encouraged to live The Golden Rule by remembering compassion, kindness, self-respect, respect for others and unselfishness. The much-needed video-taped messages designed to appeal specifically to children can help achieve an attitude of love and caring, resulting in happier lives and the prevention of crime.

Last year there were about 25,000 murders committed, in America. Young people involved in these acts of violence have been found to be lacking in self-respect, self-esteem, or the feeling that anyone cares. Together, we can show the community of XXXXXXXXX that we do care, especially for our children--our city's most important asset.

XXXX FOUNDATION PUBLIC SERVICE VIDEO-MESSAGE BUDGET

PRODUCTION COSTS:

Filming (2 days)	$1200.00
Directing	600.00
Narration	200.00
Editing (approx. 8 hrs.)	800.00
Video-tapes (4 @ $14.50 each)	58.00
TOTAL PRODUCTION COSTS:	$2858.00

The above amounts were supplied by XXXXXXXXXXXX with the XX. XXXXX Video Productions.

TUESDAY, FEBRUARY 27, 1990 [redacted]

Street Gangs Unchanged, West End Group Is Told

By [redacted]
Of the [redacted]

Street gang activity in [redacted] has not increased, despite the increased attention it may be getting in news stories, police officials said Monday.

"It's no different than it's ever been," said Lt. [redacted], commander of the city's juvenile division.

[redacted] made his comments to city residents attending a meeting on street gangs at the [redacted] Boulevard.

Despite the concerns of the residents, Lt. [redacted] said the city did not have a gang problem. Beck is a watch commander in the 7th district who also keeps watch on cults and gangs.

Beck blamed "media hype" for creating the impression that a gang problem exists. He said that groups of youngsters had been copying the names of gangs in California they hear or read about but that they lack the organization of the California gangs.

[redacted] acknowledged, "Drugs and money are a problem here, and these kids are going to make money selling drugs, whether the gangs are around or not.

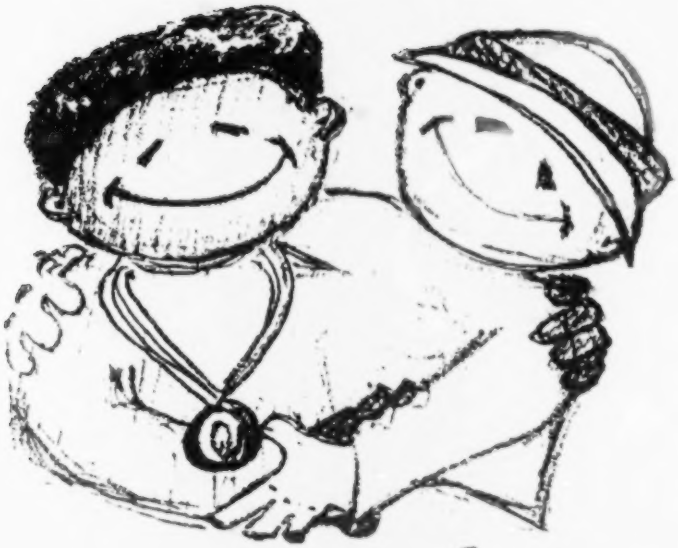
"There are more guns on the streets and less discipline in the neighborhood. But the word 'gang' is misused quite a bit."

Despite comments from the police officials, [redacted], D-26th Ward, said that West End residents were "noticing an increased fear in young people" because of gangs of youths.

She said youngsters handing out fliers recently in her ward didn't want to cross [redacted] Boulevard for fear of a group called the Boys of Destruction.

"I'm sure it's a turf thing," [redacted] said.

Police and residents agreed that more money for community activities, youth employment programs such as Operation Brightside, and counseling and tutoring services for poverty-stricken families would help combat the problem.



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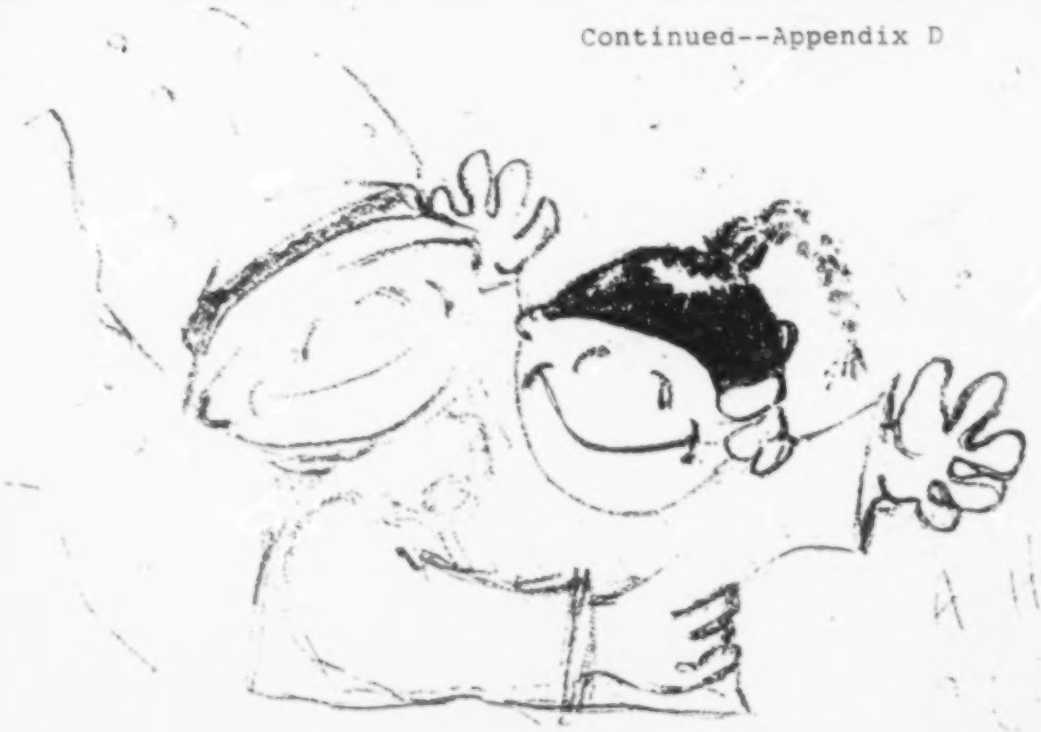

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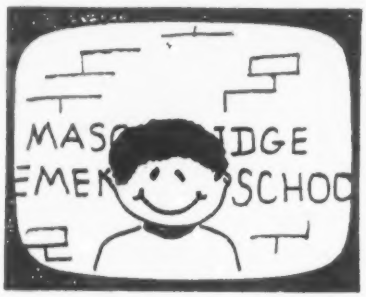
Student name:

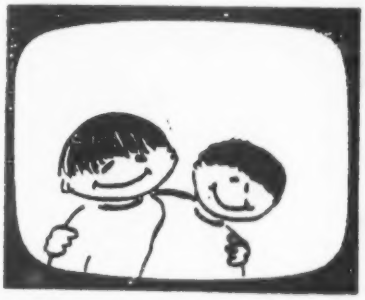
Advertiser:

Video: Close-up of "Hugger"
Audio: "Announcing this week's "Hugger Award."



Student standing in front of his school.

"Which goes to Jim Smith at Mason Ridge Elementary School.



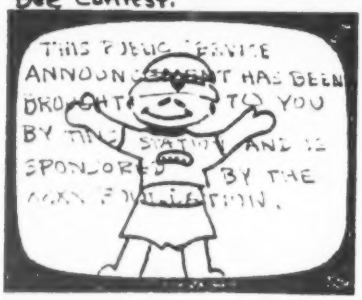
Students hugging -"fade-ou

"Jim was observed while congratulating his classmat for winning the Spelling Bee Contest.

Video: Fade-in / fade-out
Audio:
"Jim will be presented this certificate by his school principal."

Close-up of "Hugger"

"Thumbs-up for Jim for being a "real cool dude."



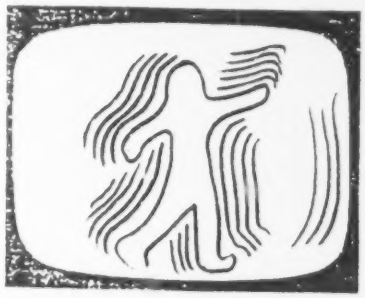
Credits on drum

"A hug means appreciat for someone else' victor

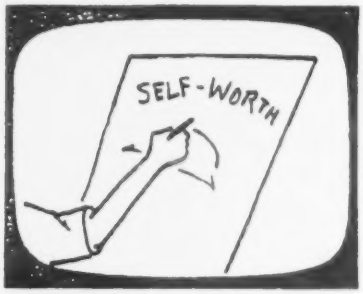
Critique:

Student name:

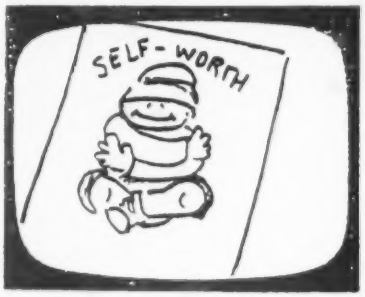
Advertiser:



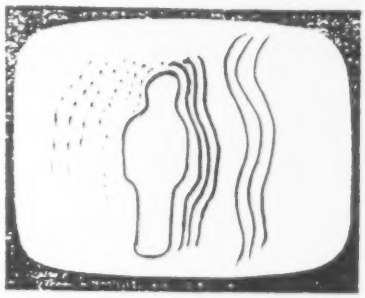
Video: Special effects
Audio: Music



Fade-in
Music
"Freedom to be happy and to be yourself is ...

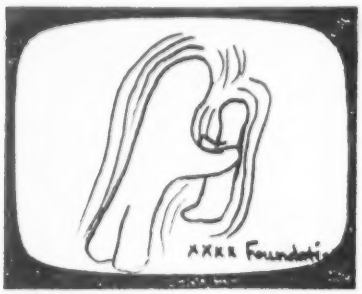


fade-out
Music
expressing self-wor



Video: Special effects
Audio: Music
"Be free to express your joys.."

Music
"...and you'll feel happiness wherever you are.



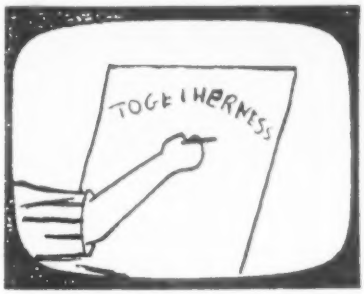
Music
"A hug means self-Worth."

Critique:

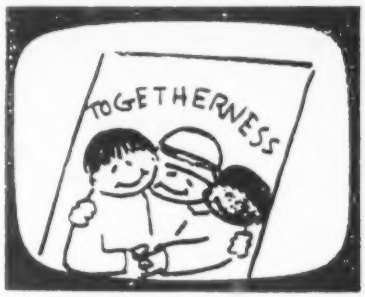
Student name:

Advertiser:

Video: Close-up of "Hugger"
Audio: "There are many good reasons for hugs."



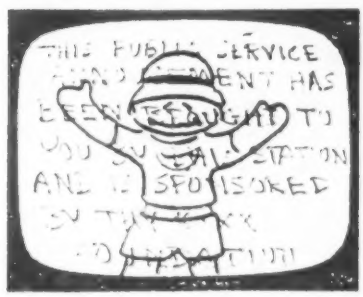
Fade-out
Music



Fade-in
"Togetherness is being 'Cool Dudes'."

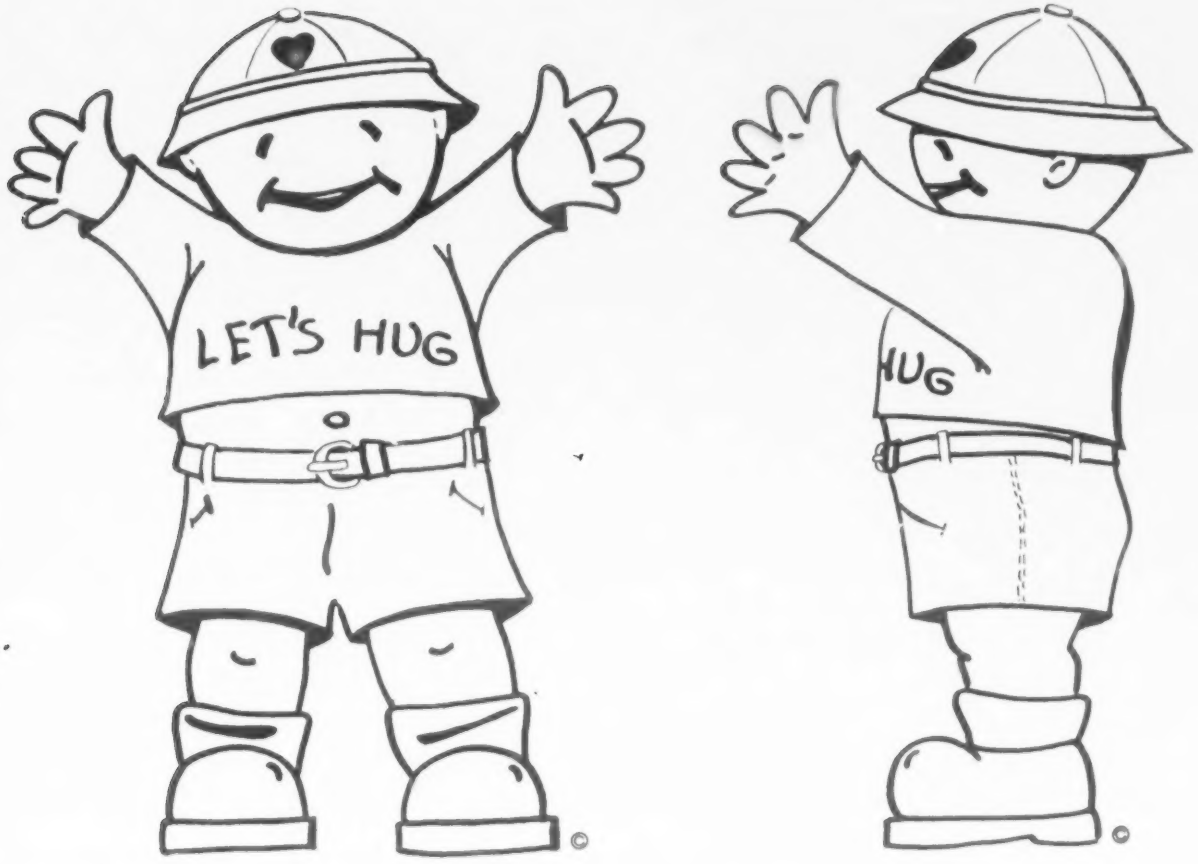
Video:
Audio "When you're participating in a game..."

"...or, when you are cooperating with friends in good activities."



Credits on over-lay.
"A hug means togetherness."

Critique:



HUGGER

THE FOUNDATION 1985

HUGGER says... Show how much you care!